



Tennessee Comprehensive Assessment Program Achievement Test ~ **Grade 3**



Teacher Directions



CTB
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State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel

State Test Security Guidelines

The Public School Systems, State Special and Non-Public Schools MUST:

- adopt a locally monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials to the predetermined secure area immediately after each test session and when the entire administration is completed
- store test materials in a centrally located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting, which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require test administrators and proctors to remain with the students and be observant and non-disruptive throughout the test session
- require test administrators and proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

Message to Teachers

A Message to Teachers from CTB Test Developers

Because we know your time is valuable, we have designed the *TCAP Q* Test Directions for Teachers to help you administer the test quickly and efficiently. A series of easy-to-follow steps guides you as you organize testing materials, schedule testing times, administer the tests, and return testing materials.

As we developed *TCAP Q*, our mission was to create a standardized assessment instrument that would help teachers help students. *TCAP Q* provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

STEP**1**

Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify your Testing Coordinator.

PROVIDED FOR THE TEACHER

- ☐ Test Directions for Teachers
- ☐ test book(s)
- ☐ Group Information Sheet

PROVIDED FOR EACH STUDENT

- ☐ Understanding the TCAP Achievement Test/Practice Test
- ☐ test book(s)
- ☐ punch-out ruler (to be separated prior to testing)

ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT

- ☐ No. 2 pencil with eraser
- ☐ extra eraser
- ☐ scratch paper for solving mathematics problems

OPTIONAL

- ☐ four-function calculators (not provided with test materials)

If you are missing test materials, see your Testing Coordinator.

GROUP INFORMATION SHEET

Complete and return the Group Information Sheet with your test materials to ensure accurate processing of tests.

FOUR-FUNCTION CALCULATORS

The decision to use or not to use calculators should be made at the school system level based on standard classroom practices. Test questions have been designed and adequate time has been provided so that using a calculator will not offer any particular advantage.

If you have any questions about using calculators for testing, contact your Testing Coordinator.

STEP**2**

Administer each content area test in a single day to reduce incomplete test results due to absences.

If a student misses part or all of a test, arrange a make-up session.

Administer the test

- at a time when students are most alert, usually in the morning
- if possible, during the middle of the week

Avoid testing

- on days just before or after vacations, important school functions, or holidays
- just after students have had strenuous physical activity

Plan Your Testing Schedule

- ☐ Review the test and test directions in advance.
- ☐ Plan test administration for students requiring accommodations.
- ☐ Allow sufficient time to fill in the student accountability demographic information on all test books, including student's name on the inside front cover of the test book.
- ☐ Allow sufficient time to complete a content area test in a single testing session.
- ☐ Scheduled breaks are indicated in the specific directions for each content area. Be sensitive to students' fatigue level and attention span and be prepared to alter your schedule as necessary.
- ☐ Allow time for make-up sessions for students who miss a testing session.

Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ fill in student accountability demographic information on all test books
- ☐ separate punch-out rulers
- ☐ distribute test materials
- ☐ make sure students are working in the correct place and are marking only one answer for each test question
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session

TCAP Q Administration Time

ACTIVITY/TEST	TESTING TIME
<input type="checkbox"/> Fill In Student Accountability Demographic Information	
<input type="checkbox"/> Practice Activities (optional)	20 minutes
<input type="checkbox"/> Reading and Language Arts, Part 1	60 minutes
<i>Break</i>	
<input type="checkbox"/> Reading and Language Arts, Part 2	56 minutes
<input type="checkbox"/> Mathematics, Part 1	48 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics, Part 2	48 minutes
<input type="checkbox"/> Science, Part 1	40 minutes
<i>Break</i>	
<input type="checkbox"/> Science, Part 2	40 minutes
<input type="checkbox"/> Social Studies, Part 1	40 minutes
<i>Break</i>	
<input type="checkbox"/> Social Studies, Part 2	40 minutes

Tests should be administered according to the specific directions except as required for students using accommodations.

It is permissible to change the order of the tests.

The time limits are generous and allow most students time to finish.

STEP**3**

Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Conceal all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.
- ☐ Plan a quiet activity for students who finish testing early.
- ☐ Plan for accommodations to be provided as specified for individual students. Avoid calling attention to students who require accommodations.
- ☐ Plan testing so that students using accommodations do not distract or affect administration procedures for other students.

STEP**4**

Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Point out that some test questions may be more difficult than others and that some material may be new to students; students are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation.

Plan to Use Standard Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests are to be administered using standard testing procedures. These procedures indicate the exact directions, time limits, and scoring criteria to be used with the test. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

ASSESSMENT ACCOMMODATIONS

When students have documented education plans indicating that they may participate in educational tests only under nonstandard conditions (e.g., extra testing time), appropriate accommodations should be made.

COACHING

Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

GUESSING

Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

INVALIDATION OF TESTS

Students must mark only **one** response for a question and erase completely any response they do not want.

Students who mark randomly will be processed normally. Do not fill out a Report of Irregularity for random marking situations.

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results. Complete a Report of Irregularity form for students who experience sudden illness or become unduly disturbed by the testing situation.

If you are not certain about how to treat a particular situation, consult your Testing Coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Encourage students. Tell them, for example, "Just do your best and then move on to the next question."

STEP

6

The Practice Tests give students experience in marking answers and introduce question formats that are included in the tests.

Practice Tests are recommended for Kindergarten through Grade 8.

Proctors may help by filling in the student accountability demographic information.

The birth date helps to identify students.

Administer the Practice Activities

If your school has chosen to administer the Understanding the TCAP Achievement Test/Practice Test, give the test a day or two in advance of the actual testing. It will take about 20 minutes to complete.

If additional practice seems necessary, repeat the Practice Test.

STEP

7

Fill In Student Accountability Demographic Information

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

- ☐ Ensure student accountability demographic information is properly marked.
 - use a No. 2 pencil to make dark solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
- ☐ Code student accountability demographic information on the inside front cover of the test book.
 - 1 **Name:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
 - 2 **Social Security Number:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.
 - 3 **Birth Date:** Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

- 4 **Ethnic Origin:** Fill in the circle that best represents the student's ethnic origin.
- 5 **Gender:** Fill in the appropriate circle.
- 6 **Grade:** Fill in the circle corresponding to the student's grade level.
- 7 **Teacher, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name.
- 8 **Membership Data:** Fill in the circle corresponding to the student's enrollment.
- 1 The student has been continuously enrolled in this school since the 1st reporting period.
 - 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
 - 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
 - 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period.
Note: Home School and Private School students should be coded in this area.
- 9 **Test Version:** Fill in the corresponding circle for the version of the test book used by **each** student. **Note:** Incorrectly completing this circle may impact a student's score.
- 10 **Modified Format Test:** Fill in the circle for Large Print if this modified format was used. **Note:** Incorrectly or inappropriately completing this circle may affect the student's score.

Grade 3 students taking a Braille test must have answers transcribed to a Grade 3 Braille answer document.

- 11 **Code A/B—Free and Reduced Lunch (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school.
- Code A: ELIGIBLE for free or reduced price lunch
 - Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title 1 of the Elementary and Secondary Education Act as amended by Title 1 of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

12 Testing Status:

- Fill in the corresponding circle if the student is absent from the entire test or is ELL Excluded.
- Absent should be marked only for students who are currently enrolled but are not present to take ANY portion of the test throughout the entire testing window.
- Absent should NOT be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
- If the student makes up ANY subtest(s), erase the bubble completely.
- ELL Excluded should be marked only for students who are in their first year of enrollment in a U.S. school.

13 Optional Codes: Columns 1–9 in the Optional Codes field are available for system and/or school use. Instructions will be provided locally, if applicable.

14 Title 1 (Only schools receiving Title 1 funds complete this information):

- SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title 1 schoolwide project school.
- TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title 1 targeted assistance school.
- TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title 1 assistance**. (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
- Poverty Level: Fill in the corresponding circle for **each** student in a Title 1 targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title 1 plan.

15 Other Programs:

- 504 Service Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
- Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).
- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL.
- T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the CELLA, and scored fluent English proficient or above on all subtests on the CELLA.

- Students are classified as Transitional 1 (T1) the first year after scoring proficient; Transitional 2 (T2) for the second year.
- Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in Reading and Language Arts on the State assessment.
- Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title 1 Director.

16 Special Education:

Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.

- Less than 4 hours per week
- 4–22 hours per week
- 23 or more hours per week

17 ELL Accommodations (according to State criteria):

Fill in the circle corresponding to the accommodation used.

- Q extended time
- R bilingual dictionary
- S read aloud internal **test instructions verbatim**
- T read aloud internal **test items verbatim**

18 Special Accommodations (according to State criteria):

Fill in the circle corresponding to the accommodation used.

- A extended time
- B read aloud internal test instructions/items
- C prompting upon request
- D interpreter signs/cues text
- E student reads into audio recorder: plays back immediately to self
- G calculator/mathematics tables: 100%–mathematics
- H manipulatives
- I assistive technology
- K unique accommodations

- ☐ Verify student accountability demographic information is correctly coded on the answer document.

Student Accountability Demographic Information

Inside Front Cover of the Test Book

Student accountability demographic information in each test book must be complete for accurate reporting.

Be sure to fill in circles for the student's birth date.

1 LAST NAME										2 FIRST NAME										MI	3 SOCIAL SECURITY NUMBER										BIRTH DATE			TEACHER NAME																																				
																															Month	Day	Year																																					
																															<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	7 SYSTEM NAME																																				
																															SCHOOL NAME																																							
																															MEMBERSHIP										TEST VERSION																													
																															<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7																																						
																															5 GENDER										6 GRADE										MODIFIED FORMAT TEST																			
																															<input type="radio"/> FEMALE <input type="radio"/> MALE										<input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8										10 <input type="radio"/> LARGE PRINT																			
																															4 ETHNIC ORIGIN										13 OPTIONAL CODES										CODE A/B																			
																															<input type="radio"/> American Indian/Alaska Native <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Black, not Hispanic <input type="radio"/> Hispanic <input type="radio"/> White, not Hispanic										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9										11 <input type="radio"/> CODE A <input type="radio"/> CODE B									
																															14 TITLE 1										15 OTHER PROGRAMS										16 SPECIAL EDUCATION																			
																															<input type="radio"/> Title 1 SWP (Schoolwide Programs) <input type="radio"/> Title 1 TAS (Targeted Assistance Schools) <input type="radio"/> Title 1-TAS Direct Service <input type="radio"/> 0-34% <input type="radio"/> 50-74% <input type="radio"/> 35-49% <input type="radio"/> 75-100%										<input type="radio"/> 504 SERVICE PLAN <input type="radio"/> GIFTED (Do not include in Special Education) <input type="radio"/> ELL <input type="radio"/> T1/T2 <input type="radio"/> MIGRANT										<input type="radio"/> Special Education Services (less than 4 hours per week) <input type="radio"/> Special Education Services (4 through 22 hours per week) <input type="radio"/> Special Education Services (23 or more hours per week) ELL ACCOMMODATIONS <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0										SPECIAL ACCOMMODATIONS <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> K <input type="radio"/> 0									

Tennessee Comprehensive Assessment Program
Achievement Test

Grade 3
Form Q

CTB
McGraw-Hill

STEP

8

Administer the Test

Specific directions for the test begin on the following page. Be sure to review the test directions in advance.

The following elements are used throughout the specific directions:

Information that is only for you and is not to be read aloud is printed in this type style.



The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to make sure students have turned to the correct page.

- ☐ Before administering each content area, take a moment to have your students look through the test. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Be very careful to check that students do not skip or overlook any of the test questions. Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers **ONLY** in the spaces provided. Pencil marks in the test book margins will delay processing of the test books.

SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I always point to the first question in each section so students know where to begin."

"After I read each question, I mark it to keep my place."

Reading and Language Arts

Part 1—60 minutes

Part 2—56 minutes

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Directions for Administering Reading and Language Arts

Check to be sure that each student has his or her own test book.

SAY Open your books to Page 1 in Reading and Language Arts. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 1 in Reading and Language Arts.

SAY Be sure to stay on the pages that say “Reading and Language Arts” at the bottom of the page.

We will read some stories and answer questions about them. I will tell you what to do. Then you will mark your answers in your books.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your books.

☐ SAMPLE A

SAY Now find Sample A. This is a practice question that we will do together.



Check to be sure that all students have found Sample A.

SAY Read the story. Then read the question below the story. Find the answer. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.
Do not read the sample aloud.*

Sample A

When Pat came home from school, she put away her backpack, ate an apple, played with her cat, and then did her homework.

What did Pat do last?

- Ⓐ played with her cat
- Ⓑ did her homework
- Ⓒ ate an apple
- Ⓓ put away her backpack

SAY You should have filled in just one circle, the circle next to the words “did her homework.” The story tells you that Pat did her homework last. If you did not fill in the correct circle, you may erase your mark and fill in the circle next to the words “did her homework.”



Check to be sure that all students have marked the answer correctly. Discuss the samples with the students to be sure they understand what they are to do. Samples and explanations may be repeated if necessary.

□ **SAMPLE B**

SAY Find Sample B. Find the sentence that is complete and is written correctly. Mark your answer.

*Give students time to do Sample B.
Do not read the sample aloud.*

Sample B

Find the sentence that is complete and is written correctly.

- Ⓐ After she comes home.
- Ⓑ Pat plays sometimes.
- Ⓒ Roller skating and baseball.
- Ⓓ With her neighborhood friends.

SAY You should have filled in just one circle, the circle next to the sentence that reads “Pat plays sometimes.” That is the only complete sentence. If you did not fill in the correct circle, change your answer now.



Check to be sure that all students have marked the answer correctly.

SAY Now you are going to answer some more questions just as you answered these.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

SAY Turn the page.



Check to be sure that all students are on Page 2.

PART 1 60 minutes

☐ **QUESTIONS 1 THROUGH 35**

SAY Read the following stories and passages. Then answer Numbers 1 through 35 in Part 1 of Reading and Language Arts.

You may look back at the stories and passages if you need to. When you come to the word “STOP” after Number 35, wait for me to tell you what to do next.

You will have 60 minutes to do Numbers 1 through 35. You may begin.

Record the starting and stopping times for answering Numbers 1 through 35.



**RECORD THE
STARTING TIME:**

ADD 60 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 60



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time, have them close their books and take a short break. Have them leave markers in their test books to keep their places.

PART 2 56 minutes

When you begin this testing session, check to be sure that each student has his or her own test book.

SAY Open your books to Page 24 in Reading and Language Arts, Part 2. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 24 in Reading and Language Arts, Part 2.

☐ **QUESTIONS 36 THROUGH 70**

SAY Read the following stories, poems, and passages. Then answer Numbers 36 through 70 in Part 2 of Reading and Language Arts.

You may look back at the stories, poems, and passages if you need to. When you come to the word “STOP” after Number 70, you may go back over Reading and Language Arts, Part 2 and check your answers. When you finish, wait for me to tell you what to do next.

You will have 56 minutes to do Numbers 36 through 70. You may begin.

Proceed to the next section if all students complete a timed section early.

Be sure students are filling in circles correctly by making their marks heavy and dark.

Before breaks, have students put markers in their test books to keep their places.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Record the starting and stopping times for answering Numbers 36 through 70.



**RECORD THE
STARTING TIME:**

ADD 56 MINUTES:

**RECORD THE
STOPPING TIME:**

_____ + 56 _____



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time,

SAY

Stop. This is the end of Reading and Language Arts, Part 2. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books.

If this is the end of the testing session, collect all test materials.

Mathematics

Part 1—48 minutes

Part 2—48 minutes

Directions for Administering Mathematics

Important: Punch out all the rulers prior to testing. Distribute scratch paper and punch-out rulers along with the test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Check to be sure that each student has his or her own test book, scratch paper, and punch-out ruler. The punch-out rulers should not be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.

If your school system has decided your students should use calculators for this test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.

SAY Open your books to Mathematics, Part 1. Find Page 45. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 45 in Mathematics, Part 1.

If your students are using calculators,

SAY You may use your calculators to work the mathematics problems in this part of the test.

The next directions are for all students.

SAY Be sure to stay on the pages that say “Mathematics” at the bottom of the page.

We are going to do some mathematics work. I will tell you what to do. Then you will mark your answers in your books.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your books.

☐ SAMPLE A

SAY Now find Sample A. This is a practice question that we will do together.



Check to be sure that all students have found Sample A.

SAY Listen carefully. Read the problem. Then look at the numbers below the problem. Find the answer to the problem. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.
Do not read the sample aloud.*

Sample A

Linda has 2 sweaters. Each sweater has 6 buttons. How many buttons do the sweaters have in all?

- Ⓐ 14
- Ⓑ 12
- Ⓒ 8
- Ⓓ 4

SAY You should have filled in just one circle, the circle next to the number 12, because the sweaters have 12 buttons in all. You should not have written "12" in your books. If you did not fill in the correct circle, you may erase your mark and fill in the circle next to the number 12.



Check to be sure that students have marked the answer correctly. The samples and explanations may be repeated if necessary.

☐ **SAMPLE B**

SAY Find Sample B. Read the problem and use your ruler to find the answer to the problem. Mark your answer.

*Give students time to do Sample B.
Do not read the sample aloud.*

Sample B



Use the centimeter side of your ruler to help you solve this problem.
How long is the seahorse from top to bottom? Mark your answer.



- Ⓔ 4 centimeters
- Ⓕ 6 centimeters
- Ⓖ 7 centimeters
- Ⓙ 9 centimeters

SAY You should have filled in the circle next to the answer "7 centimeters." The seahorse is 7 centimeters long. If you did not fill in the correct circle, change your answer now.



Check to be sure that students have marked the answer correctly.

SAY Now you are going to do some more problems just as you did these. Read all the directions carefully. You may use extra paper to work the problems, but remember to mark your answers in your books.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

SAY Turn the page.

Check to be sure that all students are on Page 46.

PART 1 48 minutes

☐ **QUESTIONS 1 THROUGH 35**

SAY Find Number 1. Answer Numbers 1 through 35 in Part 1 of Mathematics. When you come to the word “STOP” after Number 35, you may go back and check your answers in Part 1, but do not go on. When you finish, wait quietly until everyone else has finished.

You will have 48 minutes to do Numbers 1 through 35. You may begin.

Record the starting and stopping times for Numbers 1 through 35.



RECORD THE STARTING TIME:	ADD 48 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 48 _____	_____



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time, have them close their test books and take a short break. Have them leave markers in their test books to keep their places.

PART 2 48 minutes

When you begin this testing session, be sure that each student has his or her own test book, scratch paper, and punch-out ruler.

If your school system has decided your students should use calculators for this test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.

Proceed to the next section if all students complete a timed section early.

Be sure students are filling in circles correctly by making their marks heavy and dark.

Before breaks, have students put markers in their test books to keep their places.

SAY Open your books to Page 57 in Mathematics, Part 2. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 57 in Mathematics, Part 2.

If your students are using calculators,

SAY You may use your calculators to work the mathematics problems in this part of the test.

MATHEMATICS

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

See Step 1 in this manual regarding calculator use.

□ QUESTIONS 36 THROUGH 70

SAY Find Number 36. Answer Numbers 36 through 70 in Part 2 of Mathematics. When you come to the word “STOP” after Number 70, you may go back and check your answers in Part 2. When you finish, wait quietly until everyone else has finished.

You will have 48 minutes to do Numbers 36 through 70. You may begin.

Record the starting and stopping times for Numbers 36 through 70.



RECORD THE
STARTING TIME:

ADD 48 MINUTES:

RECORD THE
STOPPING TIME:

+ 48



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Mathematics, Part 2. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. DO NOT put your rulers or extra paper in your books.

Thank you for working so hard. Please close your books.

If this is the end of the testing session, collect all test materials, including scratch paper signed by students.

At the end of the testing session, have students check to see that they have no extraneous materials—pencils, scratch paper, rulers, markers—inside their test books.

Directions for Administering Science

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Check to be sure that each student has his or her own test book.

SAY Open your books to Science. Find Page 73. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 73 in Science.

SAY Be sure to stay on the pages that say “Science” at the bottom of the page.

We are going to do some science work. I will tell you what to do. Then you will mark your answers in your books.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your books.

☐ SAMPLE A

SAY Now find Sample A. This is a practice question that we will do together.



Check to be sure that all students have found Sample A.

SAY Listen carefully. Look at Sample A. Read the sample. Then look at the words under the sample. Find the answer. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.
Do not read the sample aloud.*

Sample A

A class is learning about a group of organisms that are green in color and can make their own food. These organisms are

- Ⓐ birds
- Ⓑ plants
- Ⓒ insects
- Ⓓ mushrooms

SAY You should have filled in the circle next to the word “plants,” because plants are a group of organisms that are green in color and can make their own food. If you did not fill in the correct circle, you may erase your mark now and fill in the circle next to the word “plants.”



Check to be sure that all students have marked the answer correctly. The sample and explanation may be repeated if necessary.

SAY Now you are going to answer more questions just as you did this one. Read all directions carefully.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

SAY Turn the page.



Check to be sure that all students are on Page 74.

PART 1 40 minutes

☐ **QUESTIONS 1 THROUGH 29**

SAY Find Number 1. Answer Numbers 1 through 29 in Part 1 of Science. When you come to the word “STOP” after Number 29, you may go back over Science, Part 1 and check your answers. When you finish, wait quietly until everyone else has finished.

You will have 40 minutes to do Numbers 1 through 29. You may begin.

Record the starting and stopping times for Numbers 1 through 29.



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40	_____



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time, have them close their test books and take a short break. Have them leave markers in their test books to keep their places.

PART 2 40 minutes☐ **QUESTIONS 30 THROUGH 59**

SAY Open your books to Page 84 in Science, Part 2. Answer Numbers 30 through 59 in Part 2 of Science. When you come to the word “STOP” after Number 59, you may go back over Science, Part 2 and check your answers. When you finish, wait quietly until everyone else has finished.

You will have 40 minutes to do Numbers 30 through 59. You may begin.

Record the starting and stopping times for Numbers 30 through 59.



**RECORD THE
STARTING TIME:**

ADD 40 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 40

Be sure students are filling in circles correctly by making their marks heavy and dark.



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Science, Part 2. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books.

If this is the end of the testing session, collect all test materials.

Directions for Administering Social Studies

Check to be sure that each student has his or her own test book.

SAY Open your books to Social Studies. Find Page 93. The page should look like this.



Demonstrate. Check to be sure that all students are on Page 93 in Social Studies.

SAY Be sure to stay on the pages that say “Social Studies” at the bottom of the page.

We are going to do some social studies work. I will tell you what to do. Then you will mark your answers in your books.

For each question, fill in only the circle that goes with the answer you choose. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a different circle. Do not make any other marks in your books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

☐ SAMPLE A

SAY Now find Sample A. This is a practice question that we will do together.



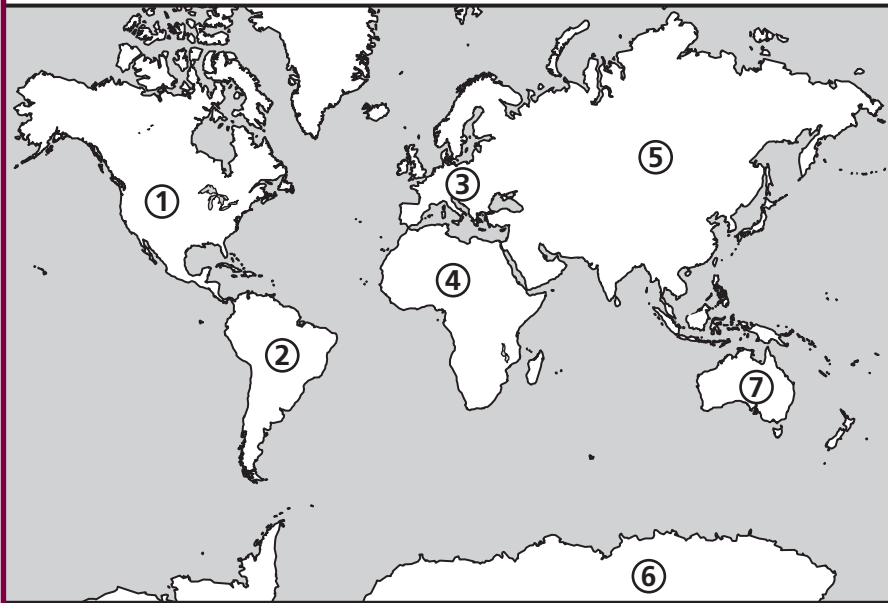
Check to be sure that all students have found Sample A.

SAY Listen carefully. Look at the map. Read the question and the numbers below the question. Find the answer to the question. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.
Do not read the sample aloud.*

Directions

Use the map below and what you know to do Sample A.

The World**Sample A**

Which number on the map is located on Australia?

- Ⓐ 2
- Ⓑ 4
- Ⓒ 6
- Ⓓ 7

SAY

You should have filled in just one circle, the circle next to the number "7," because that number on the map is located on Australia. If you did not fill in the correct circle, you may erase your mark now and fill in the circle next to the number "7."



Check to be sure that all students have marked the answer correctly. The sample and explanation may be repeated if necessary.

SAY

Now you are going to answer more questions just as you did this one. Read all directions carefully.

You may raise your hand if you have a question about what you are to do.

When you are sure that all students understand the directions, continue.

SAY

Turn the page.



Check to be sure that all students are on Page 94.

PART 1 40 minutes☐ **QUESTIONS 1 THROUGH 29**

SAY Find Number 1. Answer Numbers 1 through 29 in Part 1 of Social Studies. When you come to the word “STOP” after Number 29, you may go back over Social Studies, Part 1 and check your answers. When you finish, wait quietly until everyone else has finished.

You will have 40 minutes to do Numbers 1 through 29. You may begin.

Record the starting and stopping times for Numbers 1 through 29.



**RECORD THE
STARTING TIME:**

ADD 40 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 40



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time, have them close their test books and take a short break. Have them leave markers in their test books to keep their places.

Be sure students are filling in circles correctly by making their marks heavy and dark.

At the end of the testing session, have students check to be sure that they have no extraneous materials—pencils, scratch paper, rulers, markers—inside their test books.

PART 2 40 minutes☐ **QUESTIONS 30 THROUGH 59**

SAY Open your books to Page 105 in Social Studies, Part 2. Answer Numbers 30 through 59. When you come to the word “STOP” after Number 59, you may go back over Social Studies, Part 2 and check your answers. When you finish, wait quietly until everyone else has finished.

You will have 40 minutes to do Numbers 30 through 59. You may begin.

Record the starting and stopping times for Numbers 30 through 59.



**RECORD THE
STARTING TIME:**

ADD 40 MINUTES:

**RECORD THE
STOPPING TIME:**

+ 40



Check to be sure that students are in the right place in the test book and are filling in circles correctly.

At the stopping time,

SAY Stop. This is the end of Social Studies, Part 2. Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books.

If this is the end of the testing session, collect all test materials.

Be sure students are filling in circles correctly by making their marks heavy and dark.

At the end of the testing session, have students check to be sure that they have no extraneous materials—pencils, scratch paper, rulers, markers—inside their test books.

Sort and store unused materials per instructions from your Testing Coordinator.

STEP
9

Assemble Materials for Return

- ☐ After your testing is complete, check students' test books to ensure that
 - A) all punch-out rulers, markers, and scratch paper are removed. Punch-out rulers and markers should not be returned with the testing materials.
 - B) all student accountability demographic information is complete and correct. The BIRTH DATE section must be filled in properly. This information is used to verify student identity when other information is insufficient.
 - C) all applicable special codes fields are filled in according to instructions from your Testing Coordinator.
 - D) all circles that students intended to mark are filled in completely.
 - E) all stray pencil marks are erased.
 - F) all erasures are complete.
- ☐ Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper, signed by students
 - B) list of absentees
 - C) completed RI
 - D) completed GIS, per school instructions
 - E) Grade 3 test books closed with front cover up
 - F) modified format tests and transcribed answer documents
 - G) Breach forms
 - H) paper-banded Inactive Test Material (ITM) form and related materials
 - I) other used and unused test materials
 - (1) used test books, including those marked with student names and/or stray marks
 - (2) unused answer documents and test books

J) ancillary materials

(1) *Test Administration Manual*

(2) *Teacher Directions*

(3) blank and inaccurately completed State assessment forms

K) materials with manufacturing defects (notify the Building Testing Coordinator)

NOTE: CHECK TO BE SURE THAT PUNCH-OUT RULERS AND MARKERS HAVE BEEN REMOVED FROM ALL TEST BOOKS. DO NOT RETURN THE RULERS TO THE TENNESSEE TEST DISTRIBUTION CENTER.

**Return these materials to the
Tennessee Test Distribution Center.**

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
800.538.9547 | www.ctb.com

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